

Information/Action

Educator Preparation Committee

**Policy Issues Relating to Fieldwork/Clinical Practice Requirements
Across the Range of Educator Preparation Programs**

Executive Summary: This agenda item presents several policy issues for the Commission's discussion and potential direction related to the variance in fieldwork and clinical practice requirements across the range of credentials granted by the Commission.

Recommended Action: That the Commission provide direction as to whether further analysis and possible changes may be required to ensure the appropriate requirements for fieldwork/clinical practice across the range of preparation program standards or if guidance should be developed and distributed to the educator preparation programs.

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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Policy Issues Relating to Fieldwork/Clinical Practice Requirements Across the Range of Educator Preparation Programs

Introduction

In recent years, the Commission has identified fieldwork/clinical practice as a critical component of educator preparation to ensure that candidates have ample opportunity to learn, practice, and demonstrate competence in a school setting prior to earning the credential. Numerous studies have underscored the importance of fieldwork/clinical practice to a future educator's success in the schools. This agenda item presents several policy issues for the Commission's discussion and potential direction relating to the variance in requirements for fieldwork/clinical practice across the range of standards and preconditions for teaching and services preparation programs.

Background

The terms "fieldwork" and "clinical practice" refer to the concept of providing credential candidates with credential-specific practical experiences situated in authentic work pertaining to the credential being sought, typically of a developmental nature, that increase in responsibility as the candidate moves closer to completion of the preparation program and licensure. Fieldwork and clinical practice can refer to a wide variety of activities. Although there may be subtle distinctions in the meaning of both terms, and some institutions may have very clear and important distinctions between them, for the remainder of this item (excluding the appendices and quoted sources), the term "fieldwork" will be used when referring to the wide range of possible experiences that allow candidates the opportunity to practice strategies and demonstrate competence within a work setting related to the credential prior to earning that credential.

Each type of educator preparation program should be required to ensure that candidates have ample opportunity to practice the knowledge and skills learned in the program, demonstrate that they have the knowledge and skills, and be assessed on the knowledge and skills but the specific activities, depth, and breadth may vary across credential types. There is a continuum for both the experiences the candidate completes and the supervision provided to the candidates. For instance, with teaching candidates, fieldwork and clinical practice refers to the entire range of experiences from observing in classrooms, tutoring single students, re-teaching lessons with small groups, and, towards the end of the program experience, completing the solo teaching component. The supervision ranges from no supervision, in early observations, to practice with immediate and extensive supervisor feedback, to the culminating solo or co-teaching at the time the candidate is ready.

Commission-approved educator preparation programs are held accountable for meeting the Commission standards on an ongoing basis by the Committee on Accreditation (Committee). Language pertaining to fieldwork requirements for the variety of credential areas is included in the Commission's Common Standards, preconditions, and program standards. Over the years, as

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the varied sets of program standards have been developed and adopted by the Commission, different panels of content experts have worked on standards revisions and credential requirements independently of the work of other such standards panels. An unintended outcome of this process has been the lack of a common approach to addressing the expectations and requirements for fieldwork. As a result, the specificity around fieldwork expectations – such as length, depth, setting, supervision and content varies from one set of standards to another. In addition, where language is not specific, such as a description of experience without reference to specified number of hours, length, or depth, there are often different interpretations by institutions as well as reviewers as to what the Commission’s standards require. While some of this variation might relate to differences in the types of preparation necessary for different credential types, some variation might suggest the need to review fieldwork expectations across all credential areas to ensure coherence.

Over the years issues have arisen that suggest additional work might be undertaken by the Commission to clarify, strengthen, or better define Commission expectations with respect to fieldwork. Some examples of questions have arisen such as following:

- Different interpretations of the [Common Standards](#) because they do not explicitly state that all programs must include fieldwork, but they do define what generally should be included in the fieldwork should the program contain fieldwork.
- Different interpretations of requirements for fieldwork in added authorization programs in which the credential seekers are already veteran practitioners and hold teaching credentials.
- Different interpretations by accreditation reviewers about whether the depth and breadth of an institution’s fieldwork opportunities meet the Commission requirements when there is no minimum hour requirement or other specific requirements identified.
- Different interpretations about requirements for additional credentials, for example Reading and Literacy Added Authorization, being met within the candidate’s own classroom, school or district and whether there are ever situations or credential areas in which this type of field experience can satisfy the field experience requirements for certain types of credential programs. This type of field experience is usual for some programs, i.e., Reading and Literacy Added Authorization, where the candidate is a classroom teacher.
- Different interpretations by individuals with respect to some programs where the candidate is already employed at a school site (e.g. preliminary administrative services, induction, and intern) about the applicability of some or all of the fieldwork requirements.

National Attention to the Importance of Fieldwork

In November 2010, the National Council for the Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP), released a major report on the importance of field experiences and clinical practice. The report of the Blue Ribbon Panel on Clinical Preparation for Improved Learning, entitled “[Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers](#)” argued that field experiences and clinical practice should serve as the primary and central focus for all teacher preparation programs. The report states:

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To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses.

The report also highlighted the benefits of clinical experience for new and aspiring teachers:

A clinically based approach to teacher education will give aspiring teachers the opportunity to integrate theory with practice, to develop and test classroom management and pedagogical skills, to hone their use of evidence in making professional decisions about practice, and to understand and integrate the standards of their professional community. Working with clinical faculty from the university and the P-12 sector and with trained mentor teachers from their districts and other experts, the programs will help aspiring candidates respond to the challenge of teaching with integrity in the face of increasingly high standards.

In March 2010, the American Association of Colleges for Teacher Education (AACTE) released a report on the importance of strong clinical practice in teacher education. The report, entitled "[The Clinical Preparation of Teachers: A Policy Brief](#)" referenced the desire by practicing teachers for more clinical practice. The brief states:

A study of 15,500 education school alumni who graduated 10 to 15 years ago is revealing. Seventy-five percent reported having had only one semester or less of field experience, yet they characterized that experience as "the most valuable aspect of my education program." The most common finding was a desire for more, longer, earlier, and better-integrated field work experiences. (Levine, A. (2006). Educating School Teachers. Washington, DC: The Education Schools Project)

In the many Commission discussions around strengthening and streamlining accreditation beginning in 2014, the Commission also made clear the important role of fieldwork in educator preparation. For instance, in reconsidering the new Preliminary Multiple and Single Subject standards, the Commission focused significant discussion on raising the requirements with respect to fieldwork opportunities. In addition to adding a required number of hours, the Commission clarified expectations around the need to ensure that a significant part of these experiences took place in schools that used the adopted California K-12 student standards and that would provide candidates with the opportunity to practice with the diverse range of California students. Further, the Commission clarified expectations around supervision, specifying initial training and the nature of supervision. In program standards for credentials other than teaching, there is wide variance regarding the specific requirements for fieldwork.

The Role of Common Standards With Respect to Fieldwork Requirements

Common Standard 3 ([Appendix A](#)) and the respective program standards for each type of credential ([Appendix B](#)) contain language that addresses the concept of fieldwork. Common Standard 3 states: "The unit designs and implements a planned sequence of coursework and

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clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.” (See full text in [Appendix A](#))

Among its many purposes, the standard is designed to ensure that candidates:

- Apply the knowledge and skills learned in their course of study;
- For preliminary programs, are supported and evaluated by proven site-based supervisors;
- Practice in a school setting where curriculum aligns with California content standards and frameworks and where the diversity reflects California schools; and
- Demonstrate the knowledge and skills required for the credential.

In order to meet Common Standard 3, each institution that offers educator preparation leading to an authorization from the Commission must assure that their programs provide the necessary experiences for candidates, and must evaluate their effectiveness and success in providing candidates appropriate placements and opportunities to practice what they are learning in their credential program coursework.

The language of Common Standard 3 does not explicitly say that *every* credential area under the Commission’s authority requires fieldwork however staff have historically interpreted the Commission’s standards as requiring that all credential areas include fieldwork and the accreditation system has supported this interpretation. However, it could be interpreted that there is no required fieldwork for specific credential types when there is no language in the applicable program standards related to fieldwork. This occurs often with added authorization programs where candidates are already credentialed teachers. In December 2009, staff developed [an agenda item](#) for the Commission with language that would have clarified that all Education Specialist Added Authorization programs be required to have candidates complete fieldwork. At that time, the Commission decided that this language was not necessary due to the fact that the individuals already held teaching credentials.

The Role of Program Standards with Respect to Fieldwork Requirements

In addition to Common Standard 3, the Commission has adopted program standards for the range of educator preparation programs under its authority. The language most pertinent related to fieldwork for the credential areas is found in [Appendix B](#). For the majority of preparation programs, the program standards do not prescribe a number of hours that the program must provide with respect to fieldwork. The program standards for these educator preparation programs vary widely in their language related to fieldwork. Some examples of program standards that include specific language regarding what is required for fieldwork are provided below and the underlined language provides examples of the type of language in the Commission’s program standards that defines the types of breadth and depth of required fieldwork.

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Preliminary Administrative Services

Program Standard 7: Nature of Field Experiences

- In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings.
- Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the Performance Expectations.
- Field experiences include a variety of diverse and realistic settings both in the day to-day functions of administrators and in long-term policy design and implementation.

Preliminary Education Specialist: Mild to Moderate Disabilities

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

- The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education.
- The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.
- The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators.

For a small number of programs the adopted program standards do include minimum hour requirements for fieldwork. These program areas are: (1) Preliminary Multiple Subject Teaching Credential; (2) Preliminary Single Subject Teaching Credential; (3) Pupil Personnel Services (PPS) School Counselor; (4) PPS: School Psychologist; (5) PPS: School Social Worker; (6) PPS: Child Welfare and Attendance; and (7) Other Related Services: Orientation and Mobility. [Appendix C](#) contains additional detail on those hours requirements.

In addition to these 7 credential areas, three other credential types include specific hour requirements in preconditions. These are Speech-Language Pathology, Speech Language Pathology Special Class Authorization, and Clinical Rehabilitative Services: Audiology.

The following table provides a quick visual of the varying of requirements for fieldwork contained in the program standards. Programs are grouped into three categories: those with fieldwork hours and language regarding requirements (10), those with language regarding requirements but no specified number of hours (21), and those with no requirements or specified hours (12). Full text of the relevant program standards language is in [Appendix B](#).

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Program Standards Fieldwork Requirements			
	Requirements and Hours (#)	Requirements, No Hours	No Specified Requirements, No Hours
Teaching Programs	<i>Preliminary Teaching</i> <ul style="list-style-type: none"> Multiple Subject (600 Hours) Single Subject (600 Hours) 	<i>Preliminary Education Specialist</i> <ul style="list-style-type: none"> Mild to Moderate Disabilities Moderate to Severe Disabilities Deaf and Hard of Hearing (DHH) Visual Impairments (VI) Physical and Health Impairments (PHI) Language and Academic Development (LAD) Early Childhood Special Education (ECSE) <i>Teacher Induction</i> <ul style="list-style-type: none"> General Education Education Specialist <i>Added Authorizations and Specialists</i> <ul style="list-style-type: none"> Adapted Physical Education AA Early Childhood Special Education AA Resource Specialist AA Reading and Literacy AA Reading and Literacy Leadership Specialist Mathematics Instructional Added Authorization 	<i>Designated Subjects</i> <ul style="list-style-type: none"> Adult Education Career Technical Education Special Subjects Supervision and Coordination <i>Added Authorizations and Specialists</i> <ul style="list-style-type: none"> Autism Spectrum AA Deaf-Blind AA Emotional Disturbance AA Orthopedic Impairments AA Traumatic Brain Injury AA <i>Teaching English Learners</i> <ul style="list-style-type: none"> California Teachers of English Learners (CTEL) Bilingual Specialist

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Program Standards Fieldwork Requirements			
	Requirements and Hours (#)	Requirements, No Hours	No Specified Requirements, No Hours
Services Programs	<i>Pupil Personnel Services</i> <ul style="list-style-type: none"> • School Counselor (700 Hours) • School Psychologist (1650 Hours) • Social Worker (1000 Hours) • Child Welfare & Attendance (150 Hours) 	<ul style="list-style-type: none"> • Mathematics Instructional Leadership (MIL) Specialist <i>Administrative Services</i> <ul style="list-style-type: none"> • Preliminary Administrative Services • Clear Administrative Services 	
	<i>Other Related Services:</i> <ul style="list-style-type: none"> • Orientation & Mobility (350 Hours) 		
	<i>Speech-Language Pathology</i> <ul style="list-style-type: none"> • Speech-Language Pathology • Speech-Language Pathology Special Class Teaching Authorization 		
	<i>Audiology</i> <ul style="list-style-type: none"> • Audiology 		
		<i>School Nurse</i> <ul style="list-style-type: none"> • School Nurse • Special Teaching Authorization in Health <i>Teacher Librarian</i> <ul style="list-style-type: none"> • Teacher Librarian 	<i>Teacher Librarian</i> <ul style="list-style-type: none"> • Special Class Teaching Authorization

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Variations in Fieldwork within a Type of Educator Preparation

Different pathways to a credential could result in variation in fieldwork experiences. For instance, preliminary teacher preparation programs can be completed through a student teaching model or through an intern model. The general education candidate is required to complete a minimum of 600 hours of fieldwork under the guidance of the program supervisor and district employed site supervisor prior to being recommended for a preliminary teaching credential. The minimum of 600 hours is a new requirement in California as of September 2017 for all teacher preparation programs preparing general education teachers. The field experience hours are required to be distributed across the arc of the preparation program and include all time in an instructional capacity with students as well as time working with the district employed supervisors or other experienced educators in planning and reflecting on instruction. This is easily measured for candidates completing student teaching based programs.

In contrast, when a candidate completes the preliminary teacher preparation program through the intern delivery model, the candidate is also required to complete fieldwork, however rather than student teaching, that requirement is met through an internship. The intern is the teacher of record for the school year and will teach about 900 hours, if full time, during the course of the year. For the majority of these hours the intern teacher is in the classroom with his or her students, and a veteran practitioner is not present in the same way as a cooperating teacher is in the student teaching pathway. Weekly support and supervision is provided by on-site mentors and the program supervisors. The 600 hours of fieldwork for teaching candidates are intended to ensure that the candidate has sufficient time in a K-12 classroom under the guidance of an expert to practice the knowledge and skills that the candidate is learning during the preparation program. For the student teaching candidate, the cooperating teacher is in the classroom with the candidate much of the time and the program supervisor visits the classroom. When an individual completes the preliminary teacher preparation program through an intern delivery model, the candidate is provided expert guidance through mentoring and visits from program supervisors.

In discussions on equivalency between pathways, some have raised the question as to whether both the intern and the student teaching pathways – which lead to the same preliminary credential – are appropriately equivalent in experiences and in support and supervision. In 2014, the Commission took steps to ensure that intern candidates receive weekly support and supervision by amending Title 5 regulations to require that all intern candidates receive a minimum of 144 hours of support and supervision annually with an additional 45 hours of support and supervision focused on teaching English learners if the individual does not hold an authorization to teach English learners. Most general education internships are two years in length and many special education internships take three years to complete for a total support and supervision hours may add up to nearly 400 or 600 hours by program completion. An intern working with veteran teachers on lesson planning, grade level planning, or other instructional conversations could comprise the remaining hours of support and supervision to equate with the student teacher's 600 hours of supervised fieldwork.

A summary of the requirements for each pathway that results in the same preliminary credential is included in the table below:

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Delivery Model	Required Fieldwork Hours	Support and Supervision
Student Teaching	600 hours including 4 weeks of solo or co-teaching	The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week. (Using 36 weeks X 5 hours per week = 180 hours)
Intern	600 hours	144 hours of support and supervision annually plus 45 hours of English Learner support if candidate does not have EL authorization = 189 hours annually

Given that all preliminary general education candidates are required by the Commission's standards to complete a minimum of 600 hours in instructional settings, is there a need for clearer definition for all pathways regarding the appropriate experiences within that instructional setting and the level of support and supervision to meet the Commission's requirements? Are the 189 annual hours of support and supervision that must be provided to an intern pathway candidate adequate or should there be additional expectations for support, supervision, opportunities to observe demonstration lessons in other classrooms, and other practice-based learning opportunities for candidates who earn their preliminary teaching credentials through an intern delivery model?

In both the student teacher and intern models, the field has requested additional clarification as to the nature of field experiences that "count" toward the requirements. The Commission may want to further define what constitutes appropriate fieldwork for teaching candidates. Is it direct, instructional contact with K-12 students? Is it for only those aspects that are under the direction of a master teacher or supervisor? If one were to assume that some of the most important learning opportunities for candidates take place in the reflections and conversations with a supervisor/mentor, then how might those opportunities "count" in defining fieldwork requirements?

For interns or educators seeking credentials or authorizations other than preliminary teaching credentials, clinical practice or fieldwork may be taking place in the educator's own classroom, school, or district. In this context, where the candidate is already situated full time in a school setting, it may be less clear which aspects of their intern experience would constitute appropriate and sufficient developmental clinical practice experience.

Policy Issues for the Commission's Consideration

In looking at the range of fieldwork requirements within and across standards, the following policy issues have arisen:

1) *Should all educator preparation programs be required to include fieldwork?*

If the Commission confirms that all educator preparation programs leading to a credential in California – from initial teaching credentials through specialist and added authorizations,

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and service credentials – are required to ensure that each candidate has completed fieldwork prior to recommendation for the credential, staff suggests that clarifying guidance be developed and distributed to all institutions approved by the Commission that offer educator preparation. The clarifying guidance could state that “all educator preparation programs are required to provide fieldwork for candidates in order to meet the expectations of Common Standard 3”.

- a. *If the Commission agrees that all educator preparation programs are required to provide fieldwork experiences, should all sets of program standards include language that addresses fieldwork?*
 - b. *Should there be equity in types of fieldwork hours for different pathways that lead to the same credential (e.g., student teaching-based programs vs. intern programs)?*
 - c. *What role, if any, should the expectations and requirements of professional associations play in establishing the Commission’s fieldwork requirements (e.g., school psychology, school counseling)?*
- 2) ***Must all credential programs require a stand-alone, supervised fieldwork experience or are there some credentials/authorizations for which field experiences tied to specified course assignments may be acceptable as the only fieldwork experience?*** For example, can coursework assignments that include doing some work in a public school setting as part of the assignment ever count as meeting all of the fieldwork experience?
- 3) ***How can the Commission’s expectation for depth within fieldwork expectations best be clarified for programs and for accreditation reviewers, particularly when there are no specific minimum hours set by the Commission?***

Staff Recommendation

Staff recommends that requiring all types of preparation to include fieldwork would be prudent and is required by Common Standard 3. The Commission might want to direct staff to complete further study in this area and return with recommendations for future consideration.

Some options for action by the Commission include:

Option A: The Commission could direct staff to develop guidance that Common Standard 3 requires all educator preparation programs leading to a credential from the Commission to develop school-site based fieldwork opportunities with proper supervision, and that all future revisions to Program Standards be updated to include this requirement.

Option B: The Commission could ask staff, when resources allow, to gather an expert workgroup to research, develop and draft specific standards related to fieldwork for future consideration.

Next Steps

Based on the direction provided by the Commission, staff will then take appropriate next steps.

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Appendix A

Common Standard 3: Course of Study, Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

- Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.
- Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.
- The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.
- Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.
- All programs effectively implement and evaluate fieldwork and clinical practice.
- For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.

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Appendix B

Fieldwork/Clinical Practice Requirements

Teaching Credentials

1. [Preliminary Multiple/Single Subject Teaching Credential](#)
2. [Special Education](#)
 - [Preliminary Mild to Moderate Disabilities](#)
 - [Preliminary Moderate to Severe Disabilities \(MS\), DHH, VI, PHI, and LAD](#)
 - [Preliminary Early Childhood Special Education](#)
 - [Added Authorizations in Special Education](#)
3. [Teacher Induction – Special Education and General Education](#)
4. [Specialist Teaching Credentials](#)
 - [Bilingual](#)
 - [California Teachers of English Learners \(CTEL\)](#)
 - [Reading](#)
 - [Mathematics](#)
 - [Agriculture](#)
5. [Designated Subjects](#)
 - [Adult Education](#)
 - [Career Technical Education](#)

Services Credentials

6. [Administrative Services](#)
 - [Preliminary Administrative Services](#)
 - [Clear Administrative Services](#)
7. [Pupil Personnel Services](#)
 - [School Counselor](#)
 - [School Psychologist](#)
 - [School Social Worker](#)
 - [Child Welfare and Attendance](#)
8. [School Nurse](#)
 - [Special Teaching Authorization in Health](#)
9. [Teacher Librarian](#)
 - [Special Teaching Authorization](#)
10. [Speech-Language Pathology](#)
 - [Special Class Authorization](#)
11. [Other Related Services](#)
 - [Orientation and Mobility](#)
 - [Audiology](#)

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Clinical Practice/Fieldwork Requirements

1. Preliminary Multiple/Single Subject Teaching Credential

Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

- The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.
- Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.
- Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.
- The program provides initial orientation for preparation program supervisors and district employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week. Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements

- Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

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C. Criteria for the Selection of Program Supervisors

- The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program. The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

2. Special Education

A. Preliminary Mild to Moderate Disabilities

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

- The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education.
- The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.
- The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators.

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- The culminating placement may be in any school, agency or program as defined in Education Code

Intern Program

- This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

B. Moderate to Severe Disabilities (MS), DHH, VI, PHI, and LAD

No specific hour requirements in Program Standards for all categories above.

C. Early Childhood Special Education

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

ECSE Standard 10: Field Experience in Early Childhood Special Education Programs

- The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten.
- Additionally, each candidate has field experiences in early childhood settings with families with young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs.
- Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

D. Added Authorizations in Special Education

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

Autism Spectrum Disorder (ASD) AA

- Nothing specifically listed in addition to Ed Specialist requirements.

Adapted Physical Education (APE) AA

Program Standard 8: Field Experience in a Broad Range of Service Delivery Options

- The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education.
- The experiences must reflect the diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization.
- The experiences are planned from the beginning of the program to include experiences in general physical education, experiences with parents and families, and experiences with a broad range of service delivery options for physical education leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the adapted physical education credential authorization and is of

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sufficient duration for the candidate to demonstrate the teacher performance expectations for adapted physical educators.

Deaf-Blind (DB) AA

- Nothing specifically listed in addition to Ed Specialist requirements.

Early Childhood Special Education (ECSE) AA

Standard 4: Experience in Early Childhood Special Education Program

- Each candidate has documented observations in a variety of settings from birth to prekindergarten.
- Additionally, each candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs.
- Each candidate demonstrates skill in working with young children individually and in small and whole group settings.
- Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Emotional Disturbance (ED) AA

- Nothing specifically listed in addition to Ed Specialist requirements.

Orthopedic Impairments (OI) AA

Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OI

- The program provides proactive monitoring opportunities for candidates working with students with OI to demonstrate skills as a member of a collaborative team with other disciplines and agencies.

Other Health Impairments (OHI) AA

Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OHI

- The program provides proactive monitoring opportunities for candidates working with students with OHI to demonstrate skills as a member of a collaborative team with other disciplines and agencies.

Resource Specialist (RS) AA

Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists

- The program provides opportunities for each candidate to provide instruction and services to those students with disabilities whose instructional needs have been identified by the individualized education program (IEP) team.

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- Candidates may serve these students by teaching, co-teaching, collaboration or consulting with the classroom teachers to address implications of these characteristics for service delivery, such as placement decisions, IEP development, and access to the core curriculum

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Traumatic Brain Injury (TBI) AA

Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI

- The program provides proactive monitoring opportunities for candidates working with students with TBI to demonstrate skills as a member of a collaborative team with other disciplines and agencies.

3. Teacher Induction – Special Ed and General Ed

Nothing specifically mentions fieldwork/clinical practice or observation. Mentoring and ILP development is detailed.

4. Specialist Credentials

A. Bilingual

No specific hour requirements or clinical practice/fieldwork language in Program Standards.

B. CTCL

No specific hour requirements or clinical practice/fieldwork language in Program Standards.

C. Reading Specialist

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

Reading and Literacy Added Authorization Program Standards

Standard 4: Integrating Curriculum through Fieldwork

- The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field. Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.
- Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Standards 2 and 3.
- Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.
- The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.
- Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty)

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Reading and Literacy Leadership Specialist Credential Program Standards

Standard 9: Integrating the Curriculum through Clinical Experiences

- The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.
- Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.
- The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to: assess the needs of students most at risk of failure, evaluate the current instructional practices and use of district adopted instructional materials at those locations, implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.
- Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of new instructional or intervention strategies.
- The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state-and/or district adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.

D. Mathematics Specialist

Mathematics Instructional Added Authorization Program Standards

Standard 4: Field Experiences

- Programs facilitate individualized and balanced field experiences that provide candidates with timely and ongoing feedback to guide improvements in practice as described in Category B. These field experiences are integrated into coursework and are aligned with the candidate competence standard.
- The guided field experiences extend candidates' understandings of the three domains and their elements.
- The candidate is provided substantive opportunities to observe and practice each of the proficiencies described in Category B.
- The fieldwork component will include the following grade spans: Kindergarten through Grade 3 and Grade 4 through Grade 7 for the candidates that are prepared to teach K through Pre-Algebra.
- In addition, candidates prepared to teach K through Algebra I also have field experience in Algebra 1. The program collaborates with local educational agencies in providing guidance, site-based support, and coordination of field experiences to ensure the candidate has

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successful experiences working with English learners, students with disabilities, students who are gifted and talented, and students at risk.

Mathematics Instructional Leadership (MIL) Specialist Program Standards

Standard 3: Fieldwork Integrated with Coursework for Mathematics Instructional Leadership

- Candidates are provided extensive opportunities to observe, acquire, and use appropriate pedagogical content knowledge for teaching, coaching, and mentoring, and to acquire skills to design and implement innovative processes that are research supported, including uses of technology.
- Programs provide candidates with timely and on-going feedback to guide improvement in practice through action research connected to instruction, program design, assessment, and leadership. These field experiences are embedded in coursework and aligned with the program assessment standards.
- The program provides opportunities for candidates to collaborate with local educational agencies in providing guidance, site-based support, and supervision of field experiences.
- Programs facilitate individualized and balanced field experiences that provide candidates with timely and ongoing feedback to guide improvements in practice as described in Category B. These field experiences are integrated into coursework and are aligned with the candidate competence standard.
- Candidates will support opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility in ways that are sensitive to students' families' cultures.
- MIL Specialist credential candidates must also demonstrate the capacity to analyze the effectiveness of their own practices in terms of the direct impact of their practices on the people with whom they work (e.g., students, teachers, parents, administrators, and community members), in part, by minimizing the achievement gap, and the real or potential impact of their practices on research of students and student learning of mathematics.

E. Agriculture Specialist

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credential Programs

Standard 10 – Field Experience

- Each candidate in the program completes substantive, supervised field experiences in public schools selected by the program sponsor.
- Field experiences may be completed concurrently with a candidate's student teaching assignment for the single subject credential in agriculture, and must extend the candidate's understanding of major ideas and emphases developed in the program and provide the candidate an opportunity to apply these concepts in school situations.
- These field experiences further develop the candidate's knowledge and experience in agricultural educational program management, entrepreneurial and workplace learning, professional development, and student leadership activities.
- At least one field experience placement must include experience in non-traditional learning environments.

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Standard 11 – Occupational Experience

- The program requires each candidate to develop knowledge of and experience in employer/employee interactions and agricultural occupations by completing occupational experience in one or more of the following domains: animal science, plant/soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management and/or agricultural systems technology.

5. Designated Subjects Teaching Credentials

A. Adult Education

No specific hour requirements or clinical practice/fieldwork language in Program Standards.

B. CTE

No specific hour requirement or clinical practice/fieldwork language other than hours of experience needed to obtain CTE credential.

Services Credentials

6. Administrative Services

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

A. Preliminary Administrative Services

Program Standard 7: Nature of Field Experiences

- In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings.
- Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the Performance Expectations.
- Field experiences include a variety of diverse and realistic settings both in the day to-day functions of administrators and in long-term policy design and implementation.

Program Standard 8: Guidance, Assistance and Feedback

- The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience.
- In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

B. Clear Administrative Services

No hours or additional fieldwork/clinical experience required beyond coaching and mentoring with candidates throughout the program, and the admission requirement of two years of successful experience in a full-time administrative position.

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7. Pupil Personnel Services

A. School Counselor

School Counseling Specialization Standards. Standard 31 Field Experience

To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with preK through adult pupils in the areas identified in the standards for school counseling.

Practica A minimum of one hundred (100) clock hours in a practicum experience, that can include: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

Field Experience

The school counseling program requires candidates to complete a supervised field experience of six hundred (600) clock hours that is begun after successful completion of the practicum experience and the series of preliminary courses defined by the program as preparation for the field experience. The field experience provides an opportunity for the candidate to perform, under supervision, the functions of school counselors in school counseling domains.

Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

The candidate’s total field experience includes the following:

1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with k-12 pupils.
2. An average of one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 interns per group) supervision per week provided throughout the field experience, usually performed by the on-site supervisor IS SUGGESTED, NOT REQUIRED.

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3. An average of one-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member IS SUGGESTED, NOT REQUIRED.
4. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.
5. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.

B. School Psychologist

School Psychologist Specialization Standards. Standard 25 Practica

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
3. The supervision and principle responsibility for the practicum experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, practicum supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
4. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. However organized, the experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.

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5. All practica experiences are evaluated. Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on-campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate's progress and the suitability of the various characteristics of the experience.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience. Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience settings combined.

Standard 26 Culminating Field Experience

During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training. Note: This culminating field experience is called an "internship" when the candidate is granted an Internship Credential issued from the California Commission on Teacher Credentialing and receives a salary from a school district.

A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following standards and guidelines:

1. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
2. The field experience must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils.
3. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.
4. Supervision and principle responsibility for the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.
5. A field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist provides intern supervision. The primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate's credential-granting institution and provides experiences that are consistent with the

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credential granting institution's training objectives. In those few instances when an appropriate field experience site is located outside of California, the field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.

6. A written plan for the field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and training program supervisory staff. The field experience plan is completed early in the field experience and periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
7. Candidates receive academic credit for the field experience, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district. On-campus course work is reduced in proportion to the demands of the field experience.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience (called "internship" when completed for pay using an Internship Credential). Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience (internship) settings combined.

C. School Social Work

School Social Work Specialization Standards. Standard 24 Field Experience

Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school-based practice supervised by a credentialed practitioner, of which a minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate. The school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.

If candidates are working toward the acquisition of the Child Welfare and Attendance Credential, 150 additional clock hours of field experience are required as part of the total field experience requirement. Ninety (90) of these hours must be completed in a school setting in direct contact with pupils and a minimum of 30 up to a maximum of 60 must be acquired in a setting that is outside the field of education. See Standard 7 of Child Welfare and Attendance standards for reference.

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D. Child Welfare and Attendance

Standard 7 Field Experience of Child Welfare and Attendance Supervisors

In addition to the requirements contained in Title 5, Sections 80632.1, 80632.2 (school counseling), 80632.3 (school social work), or 80632.4 (school psychology), candidates complete a minimum of one hundred fifty (150) clock hours of field experience, under the supervision of a Pupil Personnel Services (PPS) Credential holder.

A minimum of 90 clock hours are in a school setting in direct contact with pupils. A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the university supervisor.

8. School Nurse

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

Quality and Effectiveness for Health Services: School Nurse Credential Programs

Program Standard 8: Field Work Experience

- The program provides candidates with a broad range of hands-on school nurse field experiences in a variety of settings.
- Candidates are provided with a preceptor for mentoring and supervision during the field experiences.
- The program has a clearly defined and systematic process for the identification, selection and assignment of qualified preceptors.
- The program bases field experience assignments on an individual assessment of each candidate's prior background and experiences.
- Working collaboratively, course instructors and preceptors encourage and enable candidates to function appropriately and effectively in a school nurse role

Special Teaching Authorization in Health

Program Standards for the Special Class Authorization: Special Teaching Authorization in Health

Standard 11: Classroom Teaching Field Experience

- The Special Teaching Authorization in Health Program provides candidates with supervised teaching experience in a variety of schools and classrooms relating to the age range authorized by the credential (e.g., preschool, elementary, middle and secondary schools, and/or adult settings).
- Candidates also participate in field experiences that include practice in different instructional and grouping strategies typically used in public schools, such as small group instruction as well as whole class instruction.
- The Program assures that candidates receive feedback and guidance from supervisors during the classroom teaching field experience

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9. Teacher Librarian

No specific hour requirements in Program Standards. Clinical Experience/Fieldwork language below:

Standard 8: Field Experiences

- Candidates participate in significant field experiences designed to apply concepts and knowledge as described in Standards 2-7.
- Field experiences are integral to the coursework and address the major duties and responsibilities authorized by the Teacher Librarian Services Credential, including collaboration with teachers using the Model School Library Standards for California Public Schools.
- Fieldwork includes experiences in a variety of diverse and realistic settings in the day-to-day functions of school site teacher librarians.
- One type of field experience must occur in a school library under the supervision of a credentialed teacher librarian.
- The fieldwork includes experiences with diverse elementary and secondary students including English learners, students with disabilities, gifted and talented students, and students at risk.
- Field experiences may also include participation in school and district committees, district level activities, leadership teams, professional associations, professional learning, and other types of libraries.

Teacher Leader Special Class Teaching Authorization

All candidates for this authorization must have completed the fieldwork/clinical experience in Standard 8 for Teacher Librarians; no additional fieldwork/clinical experience is necessary to add this authorization.

10. Speech-Language Pathology

Precondition: Clear Speech-Language Pathology

1(c) The candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

SLP Standard 6: School Field Experience

- Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two.
- Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

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SLP Special Class Authorization

Precondition: Clinical Rehabilitative Services Programs - Special Class Authorization

(3) The program for the Clinical Rehabilitative Services Credential in Language and Speech with a Special Class Authorization must require that all candidates complete a minimum of 100 hours of teaching in a class for students with speech and language impairments under the supervision of a master teacher with the Special Class Authorization or its equivalent.

Standards for the Clinical Rehabilitative Services Credential: Special Class Authorization

Standard 3 General Education Field Experiences

1. Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.
2. Each candidate's supervised field experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework.
3. Each candidate observes general education teachers, has a variety of field experiences with different teaching arrangements in schools and related service settings, such as individual, small group, and/or large group instruction, and receives prompt feedback and guided practice from supervisors.
4. Each candidate's field placements include a variety of experiences related to the age range authorized by the credential, such as preschools, elementary, middle, and secondary schools, and/or adult settings.
5. Each candidate uses a variety of pedagogical approaches to teaching academic basic skills in public schools. The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

11. Other Related Services

A. Orientation and Mobility

O&M Standard 13: Supervised Fieldwork

- In conjunction with the university program, successful completion of **350 hours** of discipline specific, supervised practice that includes, but is not limited to, direct service hours, and related phone calls, meetings, observations, and report writing.
- The practice must be supervised by an onsite Certified Orientation Mobility Specialist.

B. Audiology

Precondition: Clinical Rehabilitative Services Programs - Audiology

(2) The program for the Clinical Rehabilitative Services Credential in Audiology must require candidates to complete at least 100 hours in a public school setting or its equivalent, at least 50 of which must be in the selection and use of amplification and assistive devices for children. Both direct and indirect services may be counted under treatment for hearing disorders.

AUD Standard 7: Field Experience

- Each candidate acquires experience with a variety of populations, pathologies, assessment and treatment techniques.

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Appendix C

Program-Specific Fieldwork/Clinical Practice Requirements

Program	Standards Details
MS/SS Teaching Credential	<ol style="list-style-type: none"> Experiences must take place cross the arc of the program and be a minimum of 600 hours Dual credential (i.e., with Education Specialist) programs encouraged to add 150 hours of clinical practice/fieldwork Candidates with prior private school experience need 150 hours in diverse school setting with curriculum equivalent to California's K-12 adopted standards 4 weeks of solo teaching required 4/quarter or 6/semester observations by the designated program supervisor 5 hours per week of district-employed supervisor support
PPS School Counseling	<ol style="list-style-type: none"> 100 hours in practicum experience (Not in counselor role) 600 hours of supervised field experience (In counselor role) <ol style="list-style-type: none"> Min. 400 hours in public schools Min. 200 hours in 2 of the following 3 settings: elementary/middle/high school 150 hours devoted to diversity (min. 50 hours with 10 pupils of race/ethnicity other than the candidate's)
PPS School Psychologist	<ol style="list-style-type: none"> 450 hours of practicum and 1200 hours of field experience in total Min. 300 hours of practicum experience in P-12 providing direct and indirect pupil services Min. 800 hours of Field Experience in P-12 Min. 200 hours of the total 1650 hours must be at a different level (preschool/elementary/middle/high) than the remainder of the hours.
PPS School Social Work	<ol style="list-style-type: none"> 1000 hours of clinical practice in total Min. 450 hours of school-based practice supervised by a credentialed practitioner. Min. 100 hours of these 450 hours with 10 pupils of race/ethnicity other than the candidate's. Min. 100 hours of the total of 1000 hours must be at two different levels (preschool/elementary/middle/high). Candidates doing a Social Work credential combined with a Child Welfare and Attendance credential must have an additional 150 more hours. 90 hours of these 150 hours must be in school setting; 30-60 hours must be outside of education.
PPS Child Welfare & Attendance	<ol style="list-style-type: none"> Hours must be completed under the supervision of a Pupil Personnel Services (PPS) Credential holder and be a minimum of 150 hours. Min. 90 hours in a school setting with direct pupil contact. Min. 30 hours outside field of education (e.g. law enforcement, mental health, C.P.S., etc.) Last 30 hours at the discretion of the program supervisor
Other Related Services: Orientation and Mobility	<ol style="list-style-type: none"> Minimum of 350 hours of clinical practice Discipline-specific, supervised practice that includes, but is not limited to, direct service hours and related phone calls, meetings, observations, and report writing. Practice must be supervised by an onsite Certified Orientation and Mobility Specialist.